

# St James-Santee Elementary

8900 Highway 17 North  
McClellanville, SC 29458

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	225 Students	
<b>Principal</b>	Lerah Lee	843-723-0863
<b>Superintendent</b>	Dr. Maria L. Goodloe-Johnson	843-937-6319
<b>Board Chair</b>	Ms. Nancy Cook	843-760-2635

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	49	76	13

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Average	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Good	Yes
<b>2005</b>	Below Average	Unsatisfactory	No

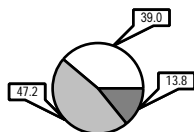
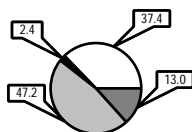
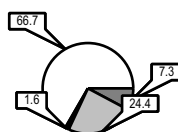
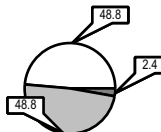
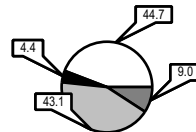
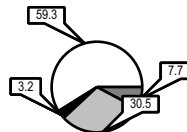
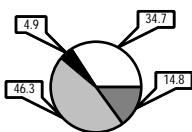
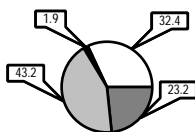
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	130	100.0	39.0	47.2	13.8	0.0	26.0	Yes	Yes
<b>Gender</b>									
Male	66	100.0	56.5	33.9	9.7	0.0	19.4		
Female	64	100.0	21.3	60.7	18.0	0.0	32.8		
<b>Racial/Ethnic Group</b>									
White	11	100.0	40.0	50.0	10.0	0.0	20.0	I/S	I/S
African American	117	100.0	38.7	46.8	14.4	0.0	26.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	107	100.0	32.4	52.0	15.7	0.0	30.4		
Disabled	23	100.0	71.4	23.8	4.8	0.0	4.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	130	100.0	39.0	47.2	13.8	0.0	26.0		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	129	100.0	38.5	47.5	13.9	0.0	26.2		
<b>Socio-Economic Status</b>									
Subsidized meals	116	100.0	42.3	44.1	13.5	0.0	24.3	No	Yes
Full-pay meals	14	100.0	8.3	75.0	16.7	0.0	41.7		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	130	100.0	37.4	47.2	13.0	2.4	26.8	Yes	Yes
<b>Gender</b>									
Male	66	100.0	45.2	45.2	8.1	1.6	22.6		
Female	64	100.0	29.5	49.2	18.0	3.3	31.1		
<b>Racial/Ethnic Group</b>									
White	11	100.0	20.0	50.0	30.0	0.0	40.0	I/S	I/S
African American	117	100.0	39.6	46.8	11.7	1.8	25.2	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	107	100.0	32.4	50.0	14.7	2.9	30.4		
Disabled	23	100.0	61.9	33.3	4.8	0.0	9.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	130	100.0	37.4	47.2	13.0	2.4	26.8		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	129	100.0	37.7	46.7	13.1	2.5	27.0		
<b>Socio-Economic Status</b>									
Subsidized meals	116	100.0	39.6	45.9	12.6	1.8	26.1	No	Yes
Full-pay meals	14	100.0	16.7	58.3	16.7	8.3	33.3		

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	130	100.0	66.7	24.4	7.3	1.6	8.9
<b>Gender</b>							
Male	66	100.0	66.1	25.8	8.1	0.0	8.1
Female	64	100.0	67.2	23.0	6.6	3.3	9.8
<b>Racial/Ethnic Group</b>							
White	11	100.0	50.0	20.0	20.0	10.0	30.0
African American	117	100.0	68.5	25.2	6.3	0.0	6.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	107	100.0	63.7	27.5	6.9	2.0	8.8
Disabled	23	100.0	81.0	9.5	9.5	0.0	9.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	130	100.0	66.7	24.4	7.3	1.6	8.9
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	129	100.0	66.4	24.6	7.4	1.6	9.0
<b>Socio-Economic Status</b>							
Subsidized meals	116	100.0	70.3	21.6	6.3	1.8	8.1
Full-pay meals	14	100.0	33.3	50.0	16.7	0.0	16.7

<b>Social Studies</b>							
All Students	130	100.0	48.8	48.8	2.4	0.0	2.4
<b>Gender</b>							
Male	66	100.0	56.5	41.9	1.6	0.0	1.6
Female	64	100.0	41.0	55.7	3.3	0.0	3.3
<b>Racial/Ethnic Group</b>							
White	11	100.0	40.0	60.0	0.0	0.0	0.0
African American	117	100.0	49.5	48.6	1.8	0.0	1.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	107	100.0	44.1	52.9	2.9	0.0	2.9
Disabled	23	100.0	71.4	28.6	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	130	100.0	48.8	48.8	2.4	0.0	2.4
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	129	100.0	48.4	49.2	2.5	0.0	2.5
<b>Socio-Economic Status</b>							
Subsidized meals	116	100.0	52.3	45.9	1.8	0.0	1.8
Full-pay meals	14	100.0	16.7	75.0	8.3	0.0	8.3

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	47	100.0	26.1	37.0	37.0	N/A	37.0
	4	40	100.0	27.5	50.0	22.5	N/A	22.5
	5	64	100.0	32.8	59.4	7.8	N/A	7.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	33	100.0	37.5	43.8	18.8	0.0	18.8
	4	48	100.0	37.0	52.2	10.9	0.0	10.9
	5	49	100.0	40.9	45.5	13.6	0.0	13.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	47	100.0	19.6	69.6	8.7	2.2	10.9
	4	40	100.0	25.0	67.5	5.0	2.5	7.5
	5	64	100.0	35.9	56.3	4.7	3.1	7.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	33	100.0	31.3	62.5	6.3	0.0	6.3
	4	48	100.0	45.7	32.6	17.4	4.3	21.7
	5	49	100.0	31.8	52.3	13.6	2.3	15.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	33	100.0	65.6	31.3	3.1	0.0	3.1
	4	48	100.0	69.6	19.6	8.7	2.2	10.9
	5	49	100.0	63.6	25.0	9.1	2.3	11.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	33	100.0	56.3	43.8	0.0	0.0	0.0
	4	48	100.0	41.3	54.3	4.3	0.0	4.3
	5	49	100.0	50.0	47.7	2.3	0.0	2.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 225)</b>				
First graders who attended full-day kindergarten	97.1%	Down from 100.0%	100.0%	100.0%
Retention rate	4.3%	Up from 1.9%	3.9%	3.0%
Attendance rate	95.7%	Up from 95.2%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.4%	Up from 5.3%	5.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.4%	Up from 5.3%	4.7%	3.2%
Eligible for gifted and talented	2.3%	Down from 5.1%	5.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.8%	Up from 7.5%	7.7%	8.2%
Older than usual for grade	1.8%	Down from 2.7%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 27)</b>				
Teachers with advanced degrees	48.1%	Up from 33.3%	50.0%	52.6%
Continuing contract teachers	66.7%	Down from 74.1%	77.6%	83.3%
Highly qualified teachers	87.5%	Down from 90.0%	92.3%	93.5%
Teachers with emergency or provisional certificates	15.0%	Up from 12.5%	2.3%	0.0%
Teachers returning from previous year	79.2%	Down from 82.5%	83.6%	87.0%
Teacher attendance rate	92.5%	Down from 92.8%	94.9%	95.0%
Average teacher salary	\$39,994	Up 9.6%	\$40,390	\$41,703
Prof. development days/teacher	23.2 days	Up from 22.0 days	12.8 days	12.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	15.8 to 1	Down from 18.9 to 1	16.9 to 1	18.8 to 1
Prime instructional time	86.2%	Up from 86.0%	89.1%	89.8%
Dollars spent per pupil*	\$8,108	Down 0.1%	\$7,105	\$6,242
Percent of expenditures for teacher salaries*	61.3%	Up from 54.3%	63.9%	65.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	98.4%	Down from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

## Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

St. James-Santee Elementary continues to strive for excellence by delivering high quality instruction in all academic subjects. We are working diligently to disaggregate our student data to ensure that our instructional focus is aligned to meet all of our students' needs. High expectations and rigorous standards based instruction have increased our achievement levels in all academic subjects. Our students are happy, friendly, intelligent, and talented.

The seventh year implementation of the Palmetto Achievement Challenge Test was administered in grades, three, four, and five during the second week of May. We are confident achievement levels on the PACT Test will increase due to the effective use of data provided by (MAP) Measures of Academic Progress Assessments.

St. James-Santee Elementary school is proud to have the Juanita Middleton Rising Star Child Development Center on campus. Research states and supports the effectiveness of early childhood programs and the impact they have on student achievement. We are the only elementary school in the Charleston County School District that educates children from six weeks to fifth grade. Our early childhood program has been instrumental in increasing student achievement levels in kindergarten and first grades and has provided our older students with mentoring opportunities.

We are in our second year implementation of the South Carolina Reading First initiative. Reading First has provided our kindergarten through third grade classes with professional development opportunities in the use of explicit instruction and scientifically based reading research. Additionally, it has enabled us to update our book collection by fifteen years. Our students have access to current books and various genres to help them achieve at the highest levels.

St. James-Santee Elementary is a family that is committed to ensuring academic success for all of our students. We are confident that our students received quality instruction this year, and we are striving towards and Excellent/Excellent rating on the South Carolina State School Report Card. This goal will be achieved by providing a nurturing environment to all of our students.

Thank you for your continued support of St. James-Santee Elementary. It is going to take all of us working together to ensure that we Achieve Performance Excellence for all of our students.

Lerah Smith Lee, Principal  
Francine Boykin, SIC President

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	24	40	33
Percent satisfied with learning environment	50.0%	94.9%	84.4%
Percent satisfied with social and physical environment	54.2%	94.7%	96.8%
Percent satisfied with school-home relations	20.8%	92.3%	87.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.